DOCUMENT RESUME

ED 368 015 CS 508 526

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TITLE A Comparison of Socialization Research.
PUB DATE Feb 94
NOTE 27p.; Paper presented at the Annual Meeting of the Western States Communication Association (San Jose, CA, February 23-27, 1994).
PUB TYPE Speeches/Conference Papers (150) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120) -- Information Analyses (070)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Communication Research; Comparative Analysis; Higher Education; Literature Reviews; Models; Organizational Climate; *Organizational Communication; Research Needs; *Social Influences; *Socialization
IDENTIFIERS Communication Behavior; *Communication Context; Research Suggestions

ABSTRACT

Although a large body of research exists regarding the construct of "socialization," scholars have no universally accepted definition of this construct. Additionally, scholars have used the term to describe several different components of both structural and communication dynamics without agreeing upon a metaphor or general acceptance of the identity of these components. F. M. Jablin's communication model of socialization can be used as a point of departure for comparing various other models of socialization research in three loosely organized categories: management literature, communication-education literature, and organizational social science literature. Many of the models use a three-tiered or three-phased socialization process. Characteristic of more thorough models, some authors pay special attention to the influence of outside factors, such as agents or the dynamics of organizational culture. Three issues have not been adequately addressed and should be investigated: (1) the relationship between socialization and time; (2) outside variables that can interrupt or accelerate this relationship; and (3) the manipulation of the socialization process to either increase or decrease job satisfaction and ultimately organizational retention. In the future, the socialization process needs to be identified with a broad model that takes special care to incorporate the subjective influences of outside forces. (Eight figures illustrating various models of socialization are included. Contains 56 references. (RS)

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Debut Paper

ED 368 015

A Comparison of Socialization Research

© 1 August 1993

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Paper presented to the Western States Communication Association, Organizational Communication Division, Feb. 23-27, San Jose, CA 1994.

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A Comparison of Socialization Research

A tremendous body of literature exists regarding the construct of "socialization," however there is no universally accepted definition of this construct. Additionally, scholars have used this term to describe several different components of both structural and communication dynamics without agreeing upon a metaphor or general acceptance of the identity of these components. Research has recently claimed that "within the communication discipline, an array of theoretical assumptions and contextually-bound descriptions of communication phenomena exist, many of which tend to fragment the study of the communication process" (Cawyer & Beall, 1992, p. 3; Berger, 1991). Additionally, some prominent scholars have renewed the call for organizational communication research to examine literature outside of the communication discipline (e.g., Bullis, 1993; Mumby, 1993).

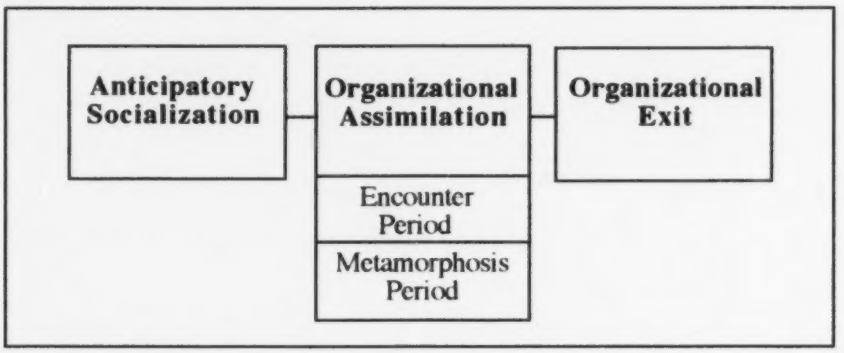
In response to these concerns, this paper attempts to add to our understanding and discussion of the theoretical socialization construct. This paper will summarize important socialization concepts and variables both inside and outside of the communication discipline, and provide a critical review of these socialization models and their literature. This paper will begin by looking at Jablin's communication model of socialization as a point of departure for comparing various other models of socialization research in three loosely organized categories: management literature, communication - education literature, and organizational social science literature.

A Comparison Model

One of the most frequently cited authors for socialization research is Jablin. Jablin (1982, 1984, 1987) proposes a model of organizational socialization which is sophisticated enough to use as a point of comparison for studying other socialization models. Jablin's model is built on the theoretical extensions of many authors, including Van Maanen (1975); Schein (1983); Porter, Lawler, and Hackman (1975); and Katz and Kahn (1966). It has three distinct phases (see figure 1): Anticipatory Socialization, Organizational Assimilation, and Organizational Exit.

Figure 1

Jablin's Socialization Process



Jablin states (1982, 1984, 1987), anticipatory socialization occurs at a relatively young age. This stage is characterized by an individual fantasizing about a particular occupation, and analyzing the possibility of entering that occupation at a later point in time. Jablin believes this vocational anticipatory socialization takes place through the influence of family members, educational institutions, part-time employment, peers, and the media. Organizational anticipatory socialization for a specific occupation takes place through recruiting efforts, general organizational expectations, and the interview process.

Jablin's (1982, 1984, 1987) organizational assimilation process is characterized by the encounter period where the employee is introduced to the organization and its

management, to his/her specific supervisor, and to his/her work group and coworkers. The next major period of the organizational assimilation phase is metamorphosis. During the metamorphosis period, the employee "attempts to become an accepted, participating member of the organization by learning new attitudes and behaviors or modifying existing ones to be consistent with the organization's expectations" (Jablin, 1984, p. 596; Jablin, 1987, p. 705). This period has the same sub-components as the encounter period.

During the organizational exit phase the employee prepares and executes separation from the organization. In this phase, the organization may undergo changes in the communication processes. Jablin specifically looks at organization-wide communication, structuring characteristics, network integration, supervisory communication, coworker communication, communication expectations, role ambiguity and conflict, as well as communication traits and competencies (Jablin, 1987).

Jablin's (1982, 1984, 1987) socialization model has several unique characteristics. First and foremost, Jablin treats the concept of socialization as an ongoing process. Socialization begins at a very early age, and continues until retirement. Jablin also describes three distinct phases in the socialization process. From this brief analysis of Jablin's communication-focused socialization model this paper will identify three other major areas of academic literature: management literature, communication-education literature, and organizational social science literature and compare various models and components of socialization.

Management Literature

The first major categorization of socialization research can loosely be identified as managerial literature. Although many different approaches to the concept of socialization research exist, there are some overall commonalties.

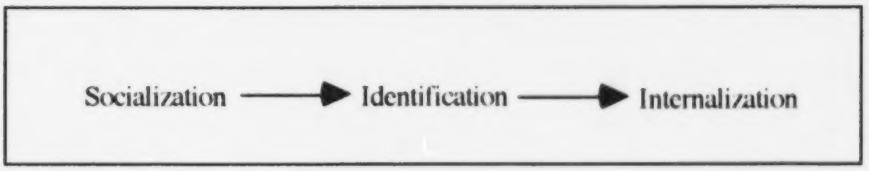
Ashforth and Mael (1989) use Social Identity Theory (SIT), postulated by Henri Tajfel and John Turner (1985), to explain the socialization process. They use SIT to link

socialization and the self-concept. This is done through the use of symbolic interactionism. Instead of postulating a decisive model of socialization, Ashforth and Mael believe in a process of socialization which is composed by a series of interactions between employees.

After being bombarded with countless episodes where one is treated in a certain manner, the individual begins to act in the manner generally expected of him/herself. Ashforth and Mael's (1989) interaction model of socialization is an indirect process of interaction, similar to their postulated model appears in figure 2:

Figure 2

Conceptualization of Ashforth and Mael's Indirect Model of Organizational Socialization



Additionally, Ashforth and Mael (1989) state organizational socialization is dependent upon, and can be influenced by, organizational culture. The process of socialization (and therefore one's organizational identification) can be manipulated through the symbols "such as traditions, myths, metaphors, rituals, sagas, heroes, and physical setting" (p. 28). These findings supported earlier theories of socialization and culture (e.g., LeVine, 1969).

The emphasis on employee interaction was also studied by Reichers (1987) using symbolic interactionism to identify the rate at which newcomers become adjusted to an organizational setting. Reichers believes that these interactions "are the process through which newcomers understand organizational realities and establish situational identities" (p. 278). This is congruent with Ashforth and Mael's (1989) findings, but goes one step further to suggest that organizations can increase the rate of the socialization process by

"instituting procedures that require interactions, such as formal orientation and training programs and informal social activities" (p. 278). This is consistent with the findings of Baker and Feldman (1990) who suggest organizations use a formal orientation program to increase later perceived job satisfaction.

Baker and Feldman (1990) focused on the degree of formal socialization programs undertaken by the organization. Their conclusions indicate that "the more formalized, collective [socialization] strategy [a company uses] leads to greater feelings of satisfaction, work attachment, and job involvement" (p. 208). Therefore, Baker and Feldman believe the socialization process is dependent on the architecture of the organization. Specific phases or steps of the socialization process are meaningless; since each organization approaches the socialization process in a different manner.

Baker and Feldman's (1990) research supports the theory that large organizations socialize with greater ease since it is usually the large organizations who conduct the "formal, collective, sequential, fixed and serial batch" socialization programs associated with the most successful socialization processes.

Thus far, management literature has not provided a clear and concise definition of socialization, but it has supported the theory that socialization research is contextually bound (Cawyer & Beall, 1992). Some of these contexts were studied by Pearce and Peters (1985). Pearce and Peters found four employer-employee exchanges (or interactions) which impacted organizational climate, and thereby impacted employee socialization. The four "normative expectations" identified were: profit maximization, equity, equality and need. In their model the suggest a formula for identifying these sometimes competing relationship elements. These elements and their relationships are identified in figure 3 (Pearce & Peters, 1985, p. 20):

Figure 3

Four Normative Expectations Characterizing Employer-Employee Exchange

Profit Maximization	$\max f(O_S, I_S)$ $f = \frac{O_s}{I_s}$
Equity	$\frac{O_s}{I_s} = \frac{O_o}{I_o}$
Equality	$O_S = O_O$
Need	$O_S = N_S, O_O = N_O$

Where O_O = Subject's own perceived outcomes; I_S = Subject's own perceived inputs; O_O = Subject's perception of other's outcomes; I_O = Subject's perception of other's inputs; N_S = Subject's own perceived needs; N_O = Subjects perception of other's needs.

Pearce and Peters' (1985) model suggests that the way a company balances each of these four equations (including balancing what some companies perceive to be competing objectives), will determine the organizational climate, the characteristic(s) most apt to impact the socialization process, and ultimately the quality of the perceived job satisfaction from the employee. Therefore this model attempts to identify more of the contextual restraints imposed on the study of socialization but does not provide a broad based model, which takes into account factors other than profit maximization, equity, equality, and need.

Miceli (1986) studied several socialization models, and determined that socialization may involve several sub-concepts. The largest contribution of Miceli's work stems from his investigation that preview information is proportionally related to job satisfaction later in employment. Specifically, Miceli found that unfavorable information

regarding a position or company given before employment more often contributed to an unfavorable opinion of that employee after commencement of employment.

Conversely, favorable opinions poised to a prospective employee increased the positive evaluations of employees after commencement of employment. An important aspect of this model is the concept of time; Miceli (1986) delineates two distinct periods of time, pre-employment and during-employment. This model suggests an anticipatory socialization process, one which is separate and distinct from the period in time when the employee actually begins work. Socialization is a process with phases.

The concept of time is also pivotal to the foundation of Shein's (1983, 1988) work. He states that the importance of socialization research lies in the fact that "the speed and effectiveness of [the] socialization [process] determine[s] employee loyalty, commitment, productivity and turnover" (1983, p. 228).

Specifically, Shein (1983) outlines a model of socialization which takes into account the learning process of values, norms and behavior patterns distinctive of the new organization. Specifically, Shein states that these goals include:

1. The basic goals of the organization;
2. The preferred means by which these goals should be attained;
3. The basic responsibilities of the member in the role which is being granted to him [sic] by the organization;
4. The behavior patterns which are required for effective performance in the role;
5. A set of rules or principles which pertain to the maintenance of the identity and integrity of the organization (pp. 228-229).

While continuing with the idea of a pre-employment socialization process, Shein (1983, 1988) asserts the possibility of an "unfreezing" phase in the socialization process by which an employee is given a period of time to relinquish values and behaviors contrary to those acceptable in the new organization. Additionally, Shein identifies two

factors which control the success of the socialization process; captivity and initial motivation. Captivity refers to "the degree to which the organization can hold the new member captive during the period of socialization" (p. 231). In other words, how much self interest does the employee invest in the organization, and conversely, how difficult would it be for him/her to leave the organization. Initial motivation refers to the amount of excitement an employee brings to the organization. This concept of initial motivation is strikingly similar to what so far has been labeled Jablin's (1982) anticipatory socialization phase and Miceli's (1986) pre-employment socialization phase.

Most management literature would therefore support the concept that socialization research is contextually bound, or dependent on the individual organization, and unique experiences of the individual (Ashforth & Mael, 1989; Baker & Feldman, 1990; Pearce & Peters, 1985; Reichers, 1987). Additionally, some research would suggest the socialization process is subject to smaller processes such as phases (Miceli, 1986; Shein 1983, 1988). Specifically, the phase of anticipatory socialization is of great interest in the management literature.

Communication and Education

Whereas many scholars choose to study socialization from the organization's perspective, Bullis and Bach (1989) assert that socialization should be studied from an individual's perspective. Bullis and Bach state that:

1. Socialization is a process;
2. Identification is a fundamental dimension along which change occurs;
3. Participant's accounts of change need to be examined in order to understand [the socialization process] (p. 276).

Through a series of self-reporting data of entering graduate students, they identified a series of "turning points" which serve to compose a participant-identification model of

socialization. Those 14 turning point categories they identified as being in pivotal in the socialization process is summarized in figure 4 in descending order of importance.

Figure 4

Turning Point Categories by Frequency of Report

Turning Point
Sense of Community
Approaching Formal Hurdle
Socializing
Disappointment *
Receiving Informal Recognition *
Gaining Formal Recognition **
Settling In **
Jumping Informal Hurdle
Alienation
Doubting One's "Self" ***
Getting Away ***
Representing the Organization
Protecting One's "Self"
Moving In

Note. Tables marked with asterisks tied in frequency.

Although their model seems to suggest that there is a fourteen step process through which socialization occurs, Bullis and Bach (1989) are careful to point out that there is no significantly determined time relationship between these turning points. Indeed, they shy away from claiming that these turning points could indeed be phases of the socialization process, instead they claim these turning points to be characteristic of the socialization process. An individual may experience only one, or all or these turning points.

Weick (1979, 1987) looks at organizational research through a unique perspective. Weick studies organizing within organizations, and it is the continual process of interaction, and double interactions which provide the cornerstone for understanding Weick's model. Weick primarily approaches communication through a systems perspective, although he has many interpretive and cultural influences as well. Weick's model of organizing can easily be applied to the socialization research literature.

Weick (1979, 1987) presents a three step organizing process:

1. There is the enactment of change in an environment as information with some amount of equivocality surfaces;
2. there is the selection of interpretation designed to reduce the equivocality in that information, and;
3. there is the retention of the causal relationships found in that interpretation (Clarke, 1992, p. 3).

Weick's (1979, 1987) model postulates that some organizational actions and behaviors will continue, others will be ignored and cease. If one is to look at this model in a socialization context, we would see that a newcomer may employ many different behaviors to "test the water" and continue those behaviors deemed acceptable by the organization, and discontinue those not reinforced. Weick further explains when some of these individual behaviors take place during organizing:

1. Enactment - bracketing some portion of the stream of experience for further attention;
2. Selection - imposing some finite set of interpretations on the bracketed portion, and;
3. Retention - storage of interpreted segments for future use (Clarke, 1992, p. 7).

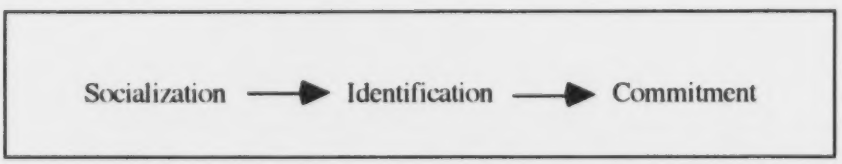
Initially, a newcomer enacts a behavior. After the behavior, s/he will select the feedback or reinforcement from the environment, and either retain or cease this behavior.

Note that Weick's (1979, 1987) model is non-linear; the processes are interdependent. The model is also ongoing, there are no cleanly defined phases of Weick's model, which has lead to some criticism (e.g., Bantz & Smith, 1979; Putnam & Sorensen, 1982; Tolar, 1987). However two great advantages to Weick's model remain. First, activity is more important than structure in explaining the communication process, and second the social process (i.e. socialization) is directly influenced by communication action (Bergstrom, 1993; Clarke, 1992).

Similar to Weick, Pribble (1990) also believes interaction plays an important role in employee socialization. However, Pribble is most concerned with the congruency of the employee's values and ethics to those of the organization. Pribble uses a rhetorical case study of an organizational orientation program to study the shaping of an employee's beliefs. Pribble states that "during socialization, differences between personal values and ethics of newcomers and those of an organization are most salient" (p. 255). It is for this reason she implies a model of socialization,, similar to the conceptualization presented in figure 5:

Figure 5

Conceptualization of Pribble's Socialization Process



To Pribble (1990), it is the ultimate goal of the organization to achieve commitment. This process begins during the socialization phase, and through the process of socialization, the employee gains identification with the organization. Once identification is achieved, the employee is more apt to provide the organization with strong commitment, thereby fulfilling the organization's goals.

Unlike Weick's (1979, 1987) model, Pribble (1990) uses a linear explanation for the socialization process; each of her elements impacts the next. The weakness of her model is the fact that the limited study makes no reference to time. Her rhetorical study analyzed a single orientation program, without identifying any longitudinal relationships between socialization, identification and commitment.

Bandura (1969) researched the concept of identification, through the use of Social Learning Theory (SLT). At the center of SLT lies the concept that individuals approach new situations through the use of modeling techniques. A child, much like a newcomer, mimics behaviors around him/her to reduce uncertainty. Obviously not all mimicked behaviors are welcomed, so those behaviors which are reinforced will continue and those which are ignored will diminish; this theory also takes into account fundamental principles of Behavior Modification Theory (Domjan & Burkhard, 1986).

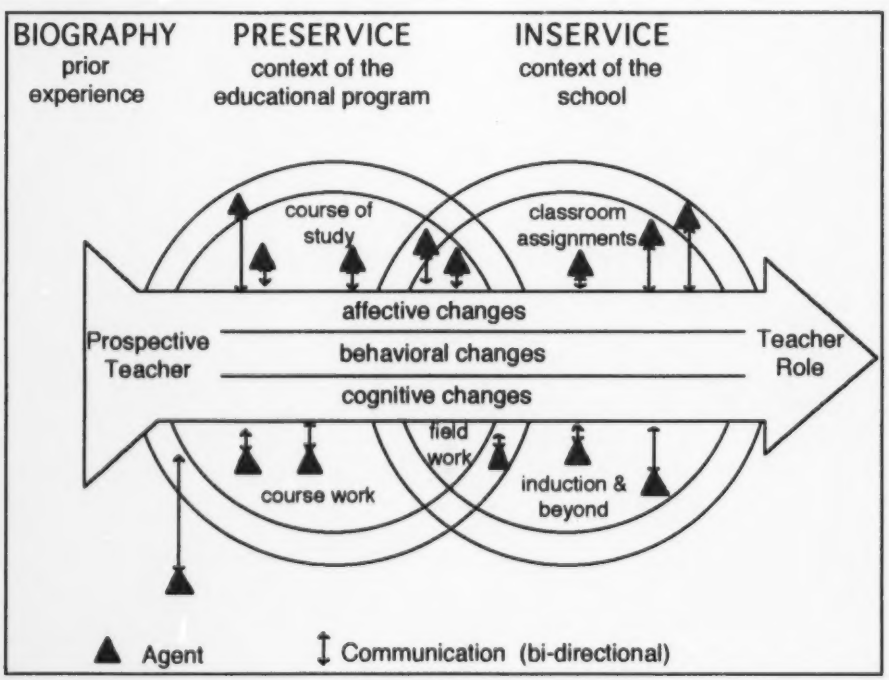
To Bandura (1969), as individuals enter the workplace, their ultimate goal is to "fit in." This is done through a series of uncertain acts, most of which are mimicked from coworkers and peers. Through the act of reinforcement, the individual learns those behaviors which the company values and those behaviors it disvalues. The newcomer will soon only present those behaviors which tend to "fit in" with the learned behaviors. What this model provides is the influence of outside agents on the socialization process, but does not delineate any time frame for this process to occur. Bandura might well argue this process is ongoing to the point that the process itself was learned (a product of adolescent SLT exposure). However another model of socialization, (Staton & Hunt, 1992) does incorporate the use of agents into a framework of three longitudinal phases.

Staton and Hunt (1992) are interested in the socialization process as it relates to educators. They supply a model of teacher socialization, which they claim can be analyzed from both an education and a communication framework. Their model incorporates three separate phases of socialization, Biography, Preservice and Inservice.

Biography refers to the "inherent personal characteristics...and experiences" a teacher brings to the job (pp. 111-112). Due to its dependence on personal past characteristics which have formed prior to entering the workplace, this phase may be similar to Jablin's anticipatory socialization phase, where an individual uses his/her own child-hood vocational fantasies to interpret the intrinsic value of various occupations. The Preservice phase includes the "context of the educational program", including formal scholastic or vocational training applicable to the classroom. Inservice socialization includes the adaptation of the teacher to the specific school or institution. These three stages are sequential, and linear. Figure 6 illustrates Staton and Hunt's (1992, p. 112) socialization process for educators.

Figure 6

Model of the Teacher Socialization Process



In this model, the bi-directional communication patterns of agents (i.e. principals, colleagues, mentors, pupils and parents) are always interacting and effecting the socialization process. These agents continue with the teacher, as s/he progresses though the phases of socialization, from Biography, to Preservice , to Inservice status.

The strength of this model lies in the fact that it is comprehensive, with clearly delineated time phases. It also takes into account outside acting agents, and provides value to those agents, which most other models overlook. This model is also approachable from both the education and communication disciplines, as it pays special attention to components of each discipline.

Other scholars have used the communication-education approach to socialization and applied it to their own contexts. For instance, Kim (1979, 1989) uses the concept of socialization to study the inculturation patterns of a newcomer into a foreign culture. The concept of socialization is indeed malleable enough to accommodate these applied theories. Within this broad category of Communication-Education literature, there are some common binds of the socialization models. First, there is an interest in delineating time phases to the socialization process (Pribble, 1990; Staton & Hunt, 1992; Weick, 1979, 1980). There is also an interest in the concept of outside agency's effect on socialization (Bandura, 1969; Staton & Hunt, 1992). It is interesting to note that within those socialization models where time phases are presented, the phases usually appear in groups of three. This trend continues as the last group of socialization literature is surveyed, Organizational Social Science.

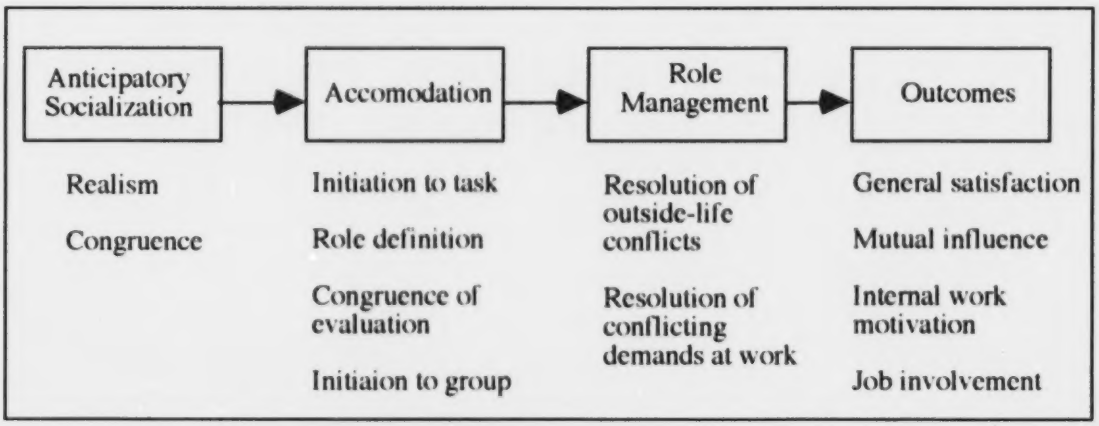
Organizational Social Science

Feldman (1976), writing in *Administrative Science Quarterly*, offers another three phased process of socialization, with a specific list of four outcomes. Again socialization begins with anticipatory socialization, then moves to accommodation and role management. At the end of the socialization model, Feldman lists outcome behaviors,

typical of a successful socialization process. Feldman's (1976, p. 434) model is illustrated in figure 7:

Figure 7

Feldman's Model of Socialization



In Feldman's (1976) Anticipatory phase of socialization, the individual formulates expectations regarding the organization and job before entering the work place. Two components characterizing this stage are realism and congruence. Realism is "the extent to which individuals have a full and accurate picture of what life in the organization is really like" (p. 434). Congruence is the "extent to which the organization's resources and individual needs and skills are mutually satisfying" (p. 435).

During the Accommodation phase of Feldman's (1976) socialization model, the individual enters the organization, and attempts to become a full "participating member." In this stage, four variables characterize the socialization process. Initiation to Task is how the employee perceives his/her acceptance and competence. Initiation to the Group is the extent to which the employee perceives his/her interpersonal and social acceptance. Role Definition is the extent to which expectations are identified on behalf of the

employer and the employee. Congruence of Evaluation is the equality in perceptions between the worker and the employer on the success of the newcomer's performance.

In the Role Management phase of Feldman's (1976) socialization model, the newcomer begins to manage his/her own conflicts, both within and outside of the work place. Finally, Feldman outlines a list of four concrete outcomes of successful socialization. Feldman states that an employee who successfully navigates through the first three phases of socialization will have higher general satisfaction, greater influence over peers, internal motivation and drive, and higher job involvement. The strength of this three tiered model lies in the measurement techniques of the outcome phase of socialization. Feldman is one of few scholars to describe specific behaviors of socialization for measurement purposes.

Two of these specific outcomes were measured by a group of organizational business scholars, Nelson, Quick, and Eakin (1988). They tested a similar three step socialization model using the dependent variables of general satisfaction, intention to leave the organization, and physiological and psychological distress symptoms. They report that this three step model indeed does have some statistical validity, but that the model is weak in its longitudinal power and predictability.

Some organizational business scholars have taken components of the socialization model to study in depth. For instance, Chatman (1991) studied the effect of anticipatory socialization on 171 entry level accountants. Her findings indicate that newcomers who enter the job with similar values as that of the organization, adjust (socialize) more quickly, experience a more positive socialization process, feel the most satisfied in their position, and remain at the company for a longer period of time. This would seem to support previous models of socialization which place high emphasis on anticipatory socialization.

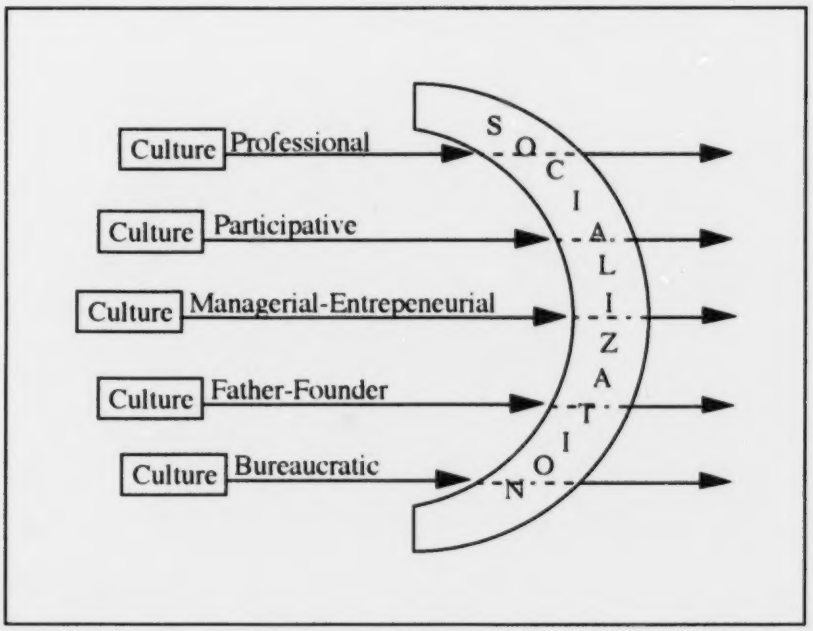
Other research in the area of Organizational Social Science has focused its attention on the methods used to study the socialization process. For instance, Briody

(1988) used ethnomethodology to study the socialization patterns of General Motors employees over a seven month period. Although the subject pool and procedure is limited in scope, Briody's research indicates that identification is a key to the socialization process. Specifically, newcomers come to relate to their peers "on the basis of job classification, gender, age, and tenure" (p. 19). Such specific links to identification, enhance our understanding of the socialization process, specifically in those models which rely on identification as a key component to successful newcomer socialization (e.g., Ashforth & Mael, 1989; Bullis & Bach, 1989).

Finally, Poupart and Hobbs (1989) study the effect culture has on the socialization process (a theoretical assumption outlined by LeVine, 1969; and later indirectly studied by Ashforth & Mael, 1989). They report that the socialization process is completely dependent on the type of culture found in the organization; and identify five unique types of cultures: the Father-Founder culture, the Bureaucratic culture, the Participate culture, the Professional culture, and the Managerial-Entrepreneurial culture. An author's construction of the Poupart and Hobbs' socialization process is illustrated in figure 8:

Figure 8

Conceptualization of Poupart and Hobbs' Socialization Dependent on Culture Model



Poupart and Hobbs (1989) believe that the socialization process will be driven by one of the five types of cultures. The strength of this model is that it does allow for variation in organizational culture. The greatest weakness, however, is it assumes all organizations contain one of a finite number of different types of cultures. This model does not allow for the idea that each organization possesses a completely unique culture unto itself or the possibility of two or more sub-cultures influencing the socialization. Poupart and Hobbs do not study these possibilities.

Within this broad category of Organizational Social Science literature, there are some common binds of the socialization models. First, there is an interest in delineating time phases to the socialization process (Chatman, 1991; Feldman, 1976; Nelson, Quick & Eakin, 1988). There also is an interest on the impact of culture on the socialization process (Briody, 1988; Poupart & Hobbs, 1989). The commonalties are not only within

the organizational business category but there are some commonalties among each of the three areas of the literature studied.

Conclusion-Future Direction

In each of the major areas of literature surveyed, some common approaches to the study of socialization can be traced. First, many of the models use a three tiered or three phased socialization process (Feldman, 1976; Jablin, 1982, 1984, 1987; Nelson, Quick & Eakon, 1988; Pribble, 1990; Staton & Hunt, 1992; Weick, 1979, 1987). However, the concept of phases or stages in communication research has been criticized by some communication scholars (e.g., Nussbaum, 1989). Nevertheless, most of these studies pay attention to the concept of anticipatory socialization (Chatman, 1991; Feldman, 1976; Jablin, 1983, 1984, 1987; Miceli, 1986; Shein, 1983, 1988; Staton & Hunt, 1992), many of which can be traced back to Moore's (1969) pioneering Organizational Socialization Chapter in the *Handbook of Socialization Theory and Research*.

Characteristic of the more thorough models, some authors pay special attention to the influence of outside factors, such as agents or the dynamics of organizational culture (Ashforth & Mael, 1989; Bandura, 1969; Pearce & Peters, 1985; Poupart & Hobbs, 1989; Staton & Hoss, 1992). And pursuant to Bullis (1993) and Mumby's (1993) recent calls for integration of multiple methods, some socialization models already use diverse measuring techniques (Ashforth & Mael, 1989; Briody, 1986; Feldman, 1976; Pribble, 1990; Reichers, 1987). What should be apparent at this point, is the overwhelming similarity of these studies. While each study is unique in its own right, socialization is a similar process across the disciplines; and therefore a phenomena which has universal appeal and importance.

Specifically, however, disciplines need to continue focusing their attention on the subject of socialization. As Shein (1983) points out "The speed and effectiveness of socialization determine employee loyalty, commitment, productivity and turnover" (p.

228). Ultimately this equates to millions of dollars per year for organizations. As a result of this brief study of socialization literature, there are three research questions which have not yet been adequately addressed and should be investigated:

R_1: What is the relationship between socialization and time?

R_2: What outside variables can interrupt or accelerate this relationship?

R_3: Can the process of socialization be manipulated to either increase or decrease job satisfaction, and ultimately organizational retention?

In the future, the socialization process needs to be identified with a very broad model, which takes special care to incorporate the subjective influences of outside forces. Additionally, the broad term of "socialization" will be applied to more specialized and unique situations, similar to the work of Kim (1979, 1989) and Hess (1993) who are pursuing applied socialization models for understanding the concepts interculteration and adaptation. Such applications will ensure continued interest in the construct of socialization.

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